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ABSTRACT

This plan recommends that Illinois students be given opportunities for continuing and systematic experiences in expressive/creative and impressive/perceptual modes of fine arts instruction. Components of such a program include: generalized; integrated; interrelated; specialized; and extended arts instruction. Enactment of the arts in the general education plan is overseen by the Illinois State Arts Education Advisory Committee with aid from the staff of the State Department of Education. A philosophical basis for the five year plan concludes the document. (MM)

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Illinois Plan for the Arts in General Education Fiscal Years 1989-1994

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ILLINOIS PLAN FOR THE
ARTS IN GENERAL EDUCATION
FISCAL YEARS 1989-1994

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ILLINOIS STATE BOARD OF EDUCATION

POLICY FOR THE ARTS IN GENERAL EDUCATION

STATE BOARD OF EDUCATION
POLICY FOR THE ARTS IN GENERAL EDUCATION
(Adopted 1978)

In May 1977, the State Board of Education received the report of the Arts Task Force. The Board acknowledges the considerable merit of this report and particularly recognizes the following:

that Illinois has tremendous potential for enhancing the quality of life through existing artistic and cultural resources;

that, in addition to motivating students, the arts function in the curriculum to enhance, enrich, and enliven the other subject areas;

that an appreciation of the arts contributes to leading an enriched, responsible, and meaningful life and enhances employment in a broad spectrum of careers; and

that Illinois schools have an expressed need for assistance in maintaining quality educational programs in the present era of declining human and material resources.

In view of these facts, it will be the policy of the State Board of Education to advocate for Illinois schools an Arts in General Education program, which should provide an opportunity for all students to experience the arts in a continuing and systematic way.

To this end, the State Board of Education directs staff to implement its Plan for the Arts in General Education, to assist LEAs in developing arts in general education programs, to cooperate with other state, federal and private agencies in support of arts in general education, and to seek adequate resources for the development of such programs. Eighteen months before the termination of this plan, the Illinois State Board of Education staff will make recommendations to the State Board of Education concerning the renewal of the plan and future arts in general education activities in Illinois.

ILLINOIS STATE BOARD OF EDUCATION
GOAL STATEMENT FOR THE ARTS

ILLINOIS STATE BOARD OF EDUCATION

GOAL STATEMENT FOR THE ARTS

adopted

February 14, 1980

Arts in Education

The Arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education.

ILLINOIS STATE GOALS FOR LEARNING IN THE FINE ARTS

FINE ARTS

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, drama and dance.

State Goals for Learning

As a result of their schooling, students will be able to:

- understand the principal sensory, formal, technical and expressive qualities of each of the arts;
- identify processes and tools required to produce visual art, music, drama and dance;
- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts;
- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present,
- describe the unique characteristics of each of the arts.

ILLINOIS PLAN

FOR THE

ARTS IN GENERAL EDUCATION:

A HISTORICAL PERSPECTIVE

ILLINOIS PLAN FOR THE ARTS IN GENERAL EDUCATION

A HISTORICAL PERSPECTIVE

In January 1976, the Illinois State Board of Education appointed a Task Force to develop a plan for incorporating the arts in general education. The Task Force presented its report to the State Board of Education in May, 1977.

This report concluded that Illinois schools have a tradition of providing exemplary and innovative programs in the visual arts, music, theatre, and the literary arts, and that programs in dance, movement education, and media arts were becoming more common. However, the report also concluded that although outstanding programs were in existence, especially programs concentrating on product and performance, comprehensive arts programs for all students were generally lacking in Illinois schools.

The Task Force recommended that the schools develop comprehensive arts education programs which provide opportunities for all students to experience all the arts in a continuing and systematic way in both expressive/creative and impressive/perceptual modes of instruction. The Task Force report included a rationale for and documentation in support of a comprehensive arts in general education program and listed the following six components of such a curriculum:*

1. Generalized Arts Instruction - Instruction which focuses on basic skills and general concepts that apply to all arts. Such instruction takes place in the elementary schools and is provided by classroom teachers.

2. Traditional Arts Instruction - Instruction provided by arts specialists at all levels of education and usually focusing on music, the visual arts, drama, and dance.

3. Integrated Arts Instruction - Arts activities and concepts are used in the curriculum to motivate students and to enrich and extend other subject areas, e.g., math, science, etc.

4. Interrelated Arts Instruction - Instruction designed to enable students to recognize the same aesthetic concept in more than one art as well as the natural relationships between the arts disciplines. Such instruction is often provided in team-taught classes at the secondary level.

5. Specialized Arts Instruction - Instruction designed for exceptional children (e.g., gifted, disabled, multi-lingual, multi-cultural) which is incorporated into the curriculum at all school levels and is taught by both classroom and arts educators.

6. Extended Arts Instruction - Programs and experiences, not usually part of the school curriculum, which utilize the resources of the community, state, region, and nation. Teachers may involve parent volunteers, artists-in-the-schools, professional performing groups and local arts agencies in such programs.

*These six components were conceived as modes of delivery of instruction.

Finally, the Task Force provided and urged the adoption of a detailed five-year plan for implementing the arts in general education concepts as part of the regular curriculum at all grade levels. This plan was tailored for Illinois but utilized concepts obtained from arts plans developed in other states.

After a study by a committee, the State Board of Education in January, 1978, instructed the ISBE staff to draft a state arts plan, based on the Task Force report and other recommendations, for consideration by the Board. The resulting plan was adopted by resolution. It proposed activities for fiscal years 1979-83 to bring about fully integrated, high quality arts in general education programs for the schools, utilizing the resources available through cooperation with local community groups and statewide organizations.

The activities of the first four years (1979-1983) can be summarized into three major categories: 1) establishing communication networks to foster the exchange of information and ideas regarding mutually beneficial programs, and to initiate a system for effective support of change; 2) creating greater awareness of the importance of the arts to the education of our young people; 3) raising questions about what makes an arts program in general education effective.

The Regional Committee structure which evolved during those first years established a system which effectively insures statewide representation, communication, and involvement. The initiation of communication among the arts leadership in the state and the development of the Illinois Alliance for Arts Education were significant steps in the long range plan to generate support systems for arts in general education. Utilization and encouragement of the festival structure (e.g., Illinois High School Theatre Festivals, Illinois High School Dance Festivals, Very Special Arts Festival, and Young Authors Conference) gave high visibility to arts activities in public education settings. Presentation at conference and convention programs increased awareness of the Illinois Arts Plan for arts educators and leaders. Various publications were useful in increasing awareness and support for arts in education. Resource sites generated useful curricula and a cadre of educators with practical knowledge regarding incorporation of the arts into general education.

The second five years moved from awareness activities to support activities. While the first four years provided the impetus for achieving the goal statement adopted by the Illinois State Board of Education in February, 1980: "The Arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education," the next five years can be characterized by the provisions regarding the fine arts included in the Educational Reform Act of 1985 legislation. The Reform Act not only identified the fine arts as one of the six fundamental areas essential to student learning but also authorized the State Board of Education to provide competitive grants to school districts for the purpose of developing comprehensive arts programs in grades kindergarten through six in music, drama, dance and visual arts. The nature of conference and convention presentations and workshops subtly changed from promoting awareness of the arts to acceptance of the arts. Advocacy for the

arts became more open. Cooperation among different arts agencies and organizations continued to grow. Very Special Arts, Illinois became a separate organization. Individuals from various constituencies identified during the initial years of the State Arts Plan became involved in the development of the State Goals for Learning in the Fine Arts. After the Educational Reform Act of 1985, activities became very focused. Promotion of the Illinois Arts Plan paralleled promotion of the State Goals for Learning in the Fine Arts. The pool of resources was expanded as school districts in the K-6 Comprehensive Arts Grant Program developed curricula and trained teachers in strategies to meet the State Goals within the six components of the Arts Plan. Two topics became central to all meetings, conference sessions, and workshops: clarifying the State Goals for Learning in the Fine Arts and determining strategies to help districts meet them. The establishment of the Educational Service Centers through the 1985 legislation opened new opportunities for communication. The structure of Regional Committees was adjusted to conform to the geographic areas served by the Educational Service Centers, and new communication lines opened.

Priorities for the next five years are: 1) to provide leadership in the areas of curriculum development, staff development, student assessment, and program evaluation design in the fine arts in K-12; 2) to continue and to expand the communication structures which have been established; 3) to explore strategies for strengthening teacher preservice and inservice training in comprehensive arts education concepts. These priorities will be essential as the arts education community addresses the issues involved in implementing arts education programs as defined by the six components of the State Arts Plan and the five State Goals for Learning in the Fine Arts. The arts education community includes teachers, artists, parents, arts agencies, school boards, school administrators, professional arts education organizations, and institutions of higher education.

ILLINOIS PLAN

FOR

ARTS IN GENERAL EDUCATION

FIVE YEAR PLAN, 1989-1994

ILLINOIS PLAN FOR ARTS IN GENERAL EDUCATION
FIVE-YEAR PLAN
1989-1994

ARTS ADVISORY PROCESS

The State Superintendent of Education will appoint a State Arts Education Advisory Committee no larger than twenty. The terms of the members of the Committee will be staggered to ensure continuity. Membership will include arts education leaders, students, artists, community arts leaders, administrators, educators for special populations, Regional Committee chairs, an Illinois Alliance for Arts Education representative, an Illinois Arts Council representative, an Illinois Parent Teachers Association representative, and representatives from other arts organizations as deemed appropriate.

The purposes of the State Arts Education Advisory Committee will be: 1) to advise the agency on the implementation of the Illinois Arts plan, including the State Goals for Learning in the Fine Arts; 2) to provide leadership in the areas of curriculum development, staff development, student assessment, and program evaluation design, 3) to act as an advisory panel for grant programs related to arts education sanctioned by the Illinois State Board of Education; 4) to develop and identify resources to aid local school districts in developing comprehensive arts programs; and 5) to provide coordination and communication among the State and Regional Arts Education Committees.

The State Arts Education Advisory Committee will:

prepare a planning document every five years;

review/revise the document annually;

develop guidelines to deal with current activities and issues;

make recommendations, upon request, to other ISBE advisory committees concerned with arts education issues;

identify grass-roots concerns through Regional Committees and affiliations with other arts agencies;

recommend strategies for dealing with local concerns; and

serve as a panel for reviewing applications and recommending awardees for K-6 Comprehensive Arts Grants.

Agency staff will:

provide consultative expertise and technical assistance to the State Arts Education Advisory Committee as necessary.

Agency staff and the State Arts Education Advisory Committee will:

provide the State Superintendent with annual status reports and periodic progress reports;

compile information from sites which have received K-6 Comprehensive Arts Grants to determine the status of existing arts education programs, the program development, and budgetary needs;

review and make recommendations regarding the application and selection process for the K-6 Comprehensive Arts Grants;

identify other areas in which data needs to be collected in order to assist school districts in the development of comprehensive arts programs;

research other states' arts education materials;

explore ways to facilitate consistency within the ISBE and among other arts agencies in arts education policy recommendations;

identify successful arts programs;

evaluate and develop directions for recurring state sponsored programs and events;

be represented in state/national conferences, at special hearings concerning arts and humanities, and on policy making panels; and

be represented as a member of regional arts organizations.

Leadership activities in the area of curriculum development, staff development, student assessment, and program evaluation.

The State Arts Education Advisory Committee and agency staff will:

provide, through Regional Committees, assistance to local education agencies who wish to apply for K-6 Comprehensive Arts Grants;

upon request, help local education agencies identify community funding sources for arts programs;

provide materials and technical assistance to Educational Service Centers to help them plan and conduct inservice and preservice training sessions on strategies for school improvement in the fine arts;

identify evaluation instruments and sample criteria which aid local education agencies in the development of School Improvement Plans;

maintain a resource directory of assessment processes and materials as they become available, including strategies being developed in local school districts; and

develop arts education conferences and workshops as appropriate on a statewide or regional basis.

Agency staff will:

maintain a list of arts consultants including generalists, arts educators, community representatives, and artists;

help develop local planning strategies for communities interested in long-range planning; and

identify districts which have developed arts curricula which meet or exceed the State Goals for Learning and, if feasible, collect and disseminate data regarding such curricula.

Communication Activities

The State Arts Education Advisory Committee and agency staff will:

disseminate information regarding and clarify the intent of the arts education portion of the legislation included in the Educational Reform Act of 1985;

encourage community/school partnerships in the support of arts education by identifying and disseminating developmental strategies and models of organization;

assist Educational Service Centers in disseminating sample curriculum planning materials to local education agencies;

develop and disseminate at various public events printed and audio-visual materials designed to promote awareness of quality arts education programs;

cooperate with the Illinois Alliance for Arts Education through such activities as advising on arts programming, making recommendations for the Alliance Service Recognition Awards, contributing to newsletters and publications, serving on the board of directors, and/or developing joint projects;

cooperate with the Illinois Arts Council in its arts in education program through such activities as identifying potential schools to receive Arts-in-Education funds, serving as a member of the Arts in Education Panel, advising on arts education policy, assisting in promoting arts in education programs, and/or developing joint projects;

compile and periodically update a listing of arts education resources available through the Illinois State Board of Education office;

in collaboration with other agencies, compile and periodically update a listing of arts education resources for dissemination on request. Such resources might include a directory of arts consultants, a guide to performing arts and cultural arts institutions, a directory of educational resources in the fine arts;

expand dialogue with colleges and universities and other agencies responsible for teacher training; and

keep the membership of interested organizations informed of developments in arts in education through articles and press releases submitted to professional publications and conference programs.

Agency staff will:

upon request, disseminate information on assessment strategies and sample assessment items in the fine arts;

upon request, disseminate information on school improvement strategies in the fine arts;

establish a dialogue with pertinent agencies to promote cooperation on arts education projects. These agencies may include professional arts education organizations, administrators organizations, and parent organizations;

assist professional organizations in statewide activities such as the Illinois High School Theatre Festival, the Young Authors Conference, and Illinois High School Dance Festival;

maintain continued cooperation with the National Endowment for the Arts, United States Office of Education; Alliance for Arts Education at the Kennedy Center; Very Special Arts, U.S.A.; and other national, state, private, and public community organizations;

upon request, provide arts education information to representatives of the State Legislature;

publish an arts planning document in cooperation with other arts organizations; and

upon request, provide the news media with information on all aspects of arts education.

Teacher Training Activities

The State Arts Education Advisory Committee and agency staff will:

encourage the establishment of advisory groups of college and university and regional arts committee members for the purpose of developing effective preservice and inservice arts education programs;

promote the kinds of knowledge, skills, and attitudes teachers and administrators, K-12, need to implement quality arts education programs; and

with the cooperation of identified consultants, develop materials for inservice programs on implementation strategies for meeting State Goals for Learning in the Fine Arts.

Agency staff will:

continue to explore, encourage, and assist emerging partnerships of schools of education, schools of fine arts, and representatives of elementary/secondary schools for the purpose of achieving implementation of programs that will meet the State Goals for Learning in the Fine Arts;

help publicize and provide technical assistance for teacher inservice activities designed to further the achievement of the State Goals for Learning in the Fine Arts; and

upon request, provide assistance to colleges, universities or other agencies that provide preservice training arts for teachers.

Expansion of Arts in General Education System

The State Arts Education Advisory Committee and the Agency staff will:

continue to encourage the development of arts education programs which address the needs of special populations, such as the disabled, multi-cultural and multi-lingual, talented and gifted, and the preschool populations;

explore cooperative efforts with other organizations to develop and disseminate strategies for involving older Americans in arts education programs as volunteers;

explore cooperative efforts with other arts agencies to provide information for parents outlining ways of and reasons for encouraging children to pursue the arts;

in cooperation with other arts agencies, collect statistics and other information concerning arts in Illinois and make this data available on request;

in cooperation with other arts agencies, disseminate materials on request to arts educators and school counselors that will provide guidance to students interested in arts careers;

review current college, university, and school structures/programs, district employment practices and expectations, of this information for general education certification standards, standards for teacher education programs, and Illinois State Board of Education minimal standards for programs and staff assignments;

in cooperation with teacher training institutions, explore the feasibility of establishing exchange programs between college and K-12 teachers in order to enhance and expand the awareness of the artistic development of students; and

in cooperation with colleges and universities, explore the feasibility of identifying model teaching teams comprised of teachers from both elementary and secondary levels and linking their work with researchers and consultants in order to record and disseminate their planning, teaching, and evaluating methods.

Agency staff will:

coordinate efforts with the Illinois Alliance for Arts Education and the Illinois Arts Council on implementation of Illinois Arts Education Week, including a request to the Governor to proclaim Illinois Arts Education week each year; and

assist other agencies in identifying successful arts education programs and sharing the results.

The Arts Education Advisory Committee will:

continue to encourage efforts to fully fund the Illinois Summer School for the Arts, enacted by the legislature and signed by the Governor in 1986.

APPENDIX:
STATEMENT OF PHILOSOPHY
FOR THE
REPORT OF THE ILLINOIS TASK FORCE
ON THE ARTS IN GENERAL EDUCATION
1977

STATEMENT OF PHILOSOPHY

for

The Report of the Illinois Task Force on the Arts in General Education
Completed June 1977

This document is provided to show the philosophical basis for the Illinois Plan for the Arts in General Education and the State Board of Education resolution of June 1978 which directed Illinois State Board of Education to implement a five-year arts plan.

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THE SIX COMPONENTS OF ARTS EDUCATION

SUMMARY

PREFACE

In 1975, Illinois State Superintendent of Education, Joseph Cronin, responded to the concerns of educators, artists, and parents at a time when many school districts faced financial crises and at a time of national, state, and local cut-backs in all curricular areas at all levels of education by creating the Task Force for the Arts in General Education. He charged the Task Force with the formulation of a proposed Plan to preserve, strengthen and broaden the position of the arts in the schools of Illinois.

> It is most evident that the arts educators in Illinois are very interested in a State Plan for the Arts in Education and that they would be willing to offer their services in its development. I am happy to announce that in the near future, the State Office is going to create a task force that will have as its charge the development of a worthwhile State Plan for the Arts. I will invite a diversified group of arts educators to serve on this committee which will include some college deans of fine arts, representatives from the professional arts organizations, community arts leaders and the fine arts members of my staff.[1]

The Task Force for the Arts in General Education first convened in Springfield, Illinois, on March 1, 1976, and met throughout 1976-77 to carry out the charge of Superintendent Cronin.

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[1] Address of Illinois State Superintendent of Education, Joseph M. Cronin, to the Illinois Art Education Association, O'Hare-Kennedy Holiday Inn, Rosemont, Illinois, November 14, 1975.

INTRODUCTION

The State of Illinois has tremendous potential for enhancing the quality of life of its citizens through artistic and cultural resources including fine museums, outstanding examples of architecture, performing arts organizations of the highest quality, and a growing network of community arts centers and local arts councils.

Educational programs in the arts contribute significantly to the quality of life of the children of Illinois; exemplary and innovative programs exist in the visual arts, music, theatre, and the literary arts in some of our elementary schools. Dance, movement education, and media arts are additional areas that have expanded in the recent past.

While good programs are found in the State of Illinois, comprehensive arts programs are generally lacking. Some programs reach only the talented and have been traditionally built around the performing groups; some programs are designed to reach the students in special education classes; some are based on the concept of the "artist-in-residence;" others are based on survey or appreciation courses which tend to be more cognitive than experiential. No matter what the emphasis, all too often arts programs are the first to be cut and the last to be reinstated. John D. Rockefeller III addressed these problems in 1969:

> Arts education is considered a separate matter, not woven into the fabric of general education. Our present system is to involve some of the children--usually those who demonstrate special interest or talent--with one or two of the arts. . . . Our children graduate without understanding that the creative scientist and creative artist have a great deal in common. Segregated and restricted in scope, the arts are a kind of garnish, easily set aside like parsley.
>
> A clear-cut conclusion emerges: we need to expose all of the children in our schools to all of the arts, and to do so in a way that enriches the general curriculum rather than reinforcing the segregation of the arts.[2]

The growing national trend towards the arts in education as a component in the general curriculum is evidenced by the formation and activities of groups including:

-- Ad Hoc Coalition of States for the Arts in General Education coordinated by the JDR III Fund;

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[2] Address, "All the Arts. . . For All of Our Children" by John D. Rockefeller III to the General Assembly of The Arts and Education Council of Greater St. Louis, April 17, 1969.

-- Alliance for Arts in Education (AAE), a joint project of the John F. Kennedy Center for the Performing Arts and the Department of Health, Education, and Welfare. As of 1976, every state had established at least a planning committee for a state level AAE organization;

-- Arts Education Advocacy Project, sponsored by the AAE in cooperation with various arts and educational associations* to discuss ways in which other educational groups, outside the arts but closely involved with educational administration and the determination of educational policy, can be more direct advocates for the arts in education;

-- White House Conference on Arts Education held in September, 1976, sponsored jointly by the White House Office of Public Liaison, NAEA, MENC, ATA, NDA*, and the Education Division of the Department of Health, Education, and Welfare. This was the first conference on arts education to be held at such a high level and was designed to examine basic aspects of quality arts education, identify factors that hinder such an education for all citizens, and recommend strategies for overcoming obstacles.

* NAEA National art Education Association
MENC Music Educators National Conference
ATA American Theatre Association
NDA National Dance Association

In 1975 a survey by the National Research Center of the Arts was conducted to study Americans' attitudes toward the arts. The findings of this survey show that 93% of Americans believe that the arts substantially contribute to the quality of life and that opportunities for children to participate in arts education, both performance-production and appreciation, for credit in schools is very important to substantial numbers of citizens. "When asked whether classes in each of eleven arts subjects should be taught in public schools as a credit course . . . a majority [over 57%] felt that each of the courses should be a part of the core credit curriculum."[3]

Illinois arts educators agree that all children, regardless of talent or handicaps, ethnic background or demographic location, and affluent or needy circumstances, require help in developing skills of creative problem solving and artistic perception and expression. The arts in general education can help our students realize their human potential which at present is too often ignored, undeveloped, or wasted.

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3 "Americans and the Arts 1975." (New York: National Committee for Cultural Resources, 1976) p. 19.

In order to include the arts as a component of general education for all students, to preserve and extend the exemplary arts programs that exist in the state, to encourage cooperation among various artistic and educational agencies and maximize the diverse cultural resources of the State of Illinois, the Task Force for the Arts in General Education Proposes the following Plan for Illinois.

RATIONALE

The arts have important functions in our culture and touch all our lives; "everyday aesthetics" is a part of everyday living. People often choose one product over another because of the artistic design or packaging. We are pleased to create beautiful or at least interesting images of ourselves; huge sums of money are spent annually by men and women of all ages for cosmetics and clothing to satisfy our innately human aesthetic urge.

We know ourselves and the world in which we live through the arts--a uniquely human mode of understanding.

> In any culture one finds art, music, dance, drama, literature--as well as forms of play. They are the "languages" of man, the means by which we express our experience, and the means we use to compose our own special meanings.[4]

Artists have always presented images of human nature with an eloquence that is rare in real life. The evidence that the arts have been a part of human history goes back to the Upper-Paleolithic Age. A. L. Kroeber, the eminent anthropologist, wrote of how

> it was the Cro-Magnon race that painted the caves of southern France and northern Spain, and etched and carved bone and ivory with the surprisingly faithful and lively representations of mammoth, bison, boar, reindeer, wild horse, rhinoceros, and the like--the first great art known in human history.[5]

He further states that the flourishing of the arts in a culture is associated with its intellectual, political, technological, and economic peaks.[6] Therefore, if the arts are clearly associated with cultural advances and the "vulgarization of art is the surest symptom of ethnic decline,"[7] it would appear that there is every reason for promoting the arts, especially those art experiences that would counter the growing trend toward the stereotype, the violent, the obvious, and the vulgar in contemporary entertainment.

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4 Paul F. Brandwein, The Permanent Agenda of Man: The Humanities (New York: Harcourt Brace Jovanovich, In., 1971), p. 31.

5 A. L. Kroeber, Anthropology (New York: Harcourt, Brace and Co., 1948), p. 105.

6 Ibid., p. 326

7 Susanne K. Langer, "The Cultural Importance of the Arts," Journal of Aesthetic Education, 1 (Spring, 1966), p. 5.

The arts present what life might be, what life could be, or what life ought to be. These images inspire and teach us to be alive and fully human.[8] Society is served by the arts in that artistic images function as the "glue" which helps hold a culture together. Our sensibilities, our values, and our social norms are shaped by the arts; the arts educate our feelings and thereby influence our actions. The arts function in society by producing images which are intrusive, powerful, and persuasive. Society, then, stands to benefit from the aesthetic education of all students.

Susanne Langer writes,

> every culture develops some kind of art as surely as it develops language. . . The ancient ubiquitous character of art contrasts sharply with the prevalent idea that art is a luxury product of civilization, a cultural frill, a piece of social veneer.[9]

How much our lives are shaped by the popular arts is unknown; however, it is self-evident that we need skills to make sense of the images and offerings of the popular media--to distinguish the beautiful from the ugly, the important from the unimportant, and the sublime from the vulgar. Elliot Eisner, the distinguished art educator, writes that

> if the aesthetic perception of visual form occurred automatically, the need to try to develop it through educational programs would be superfluous. It is clear that without the appropriate set, cues, and experience such an ability has a very low probability of development. To see qualities aesthetically is to have learned how to do so.[10]

Instruction is required to perceive images and ideas in the various media, e.g., in sculpture, poetry, film, music, painting, prose, drama, and dance. It is possible through education to develop heightened aesthetic sensibilities as well as to promote artistic creativity. There are skills in aesthetic education and these skills can be taught to the general student; we can cultivate the capacity of students to perceive aesthetic images as well as to produce artistic products. This educational task is for the good of the individual student and for the good of the general society, which depends upon an informed and responsible as well as a sensitivc citizenry. This task of arts instruction should be undertaken in the schools at all grade levels as a component of general education.

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8 Harry S. Broudy, Enlightened Cherishing (Univ. of IL. Press, 1972, p. 23.

9 Langer, p. 5.

10 Elliot W. Eisner, Educating Artistic Vision (New York: Macmillan, 1972), pp. 135-36.

In the schools of Illinois the arts should fulfill at least two purposes:

(1) Intrinsic Purposes

The arts are valuable for their own sake; the arts experience is unique and cannot be replaced by any other mode of experience. The arts are a medium of personal expression and communication; therefore, a distinctive mode of teaching and learning is required.

(2) Extrinsic Purposes

(a) The arts are carriers of our cultural heritage; much that is unique in any culture is best exemplified in the arts.

(b) The arts function in the curriculum to enhance, enrich, and enliven other subject areas and to motivate students who may be alienated by the present separation of cognitive and affective domains. The arts provide balance in the curriculum--attitudes and values need attention as well as the cognitive skills. Further, the arts help to develop a humanistic environment in our schools necessary for equal opportunity for all learners.

In its Goals Statement, the Illinois Board of Education has endorsed "the fundamental belief that society and all who learn must be provided with no less than a high quality, fully integrated educational system."[11] From this belief certain assumptions can be drawn:

(1) All persons are entitled to access to this high-quality, fully-integrated education,

(2) All persons should have equal opportunity to learn to the best of their capacities so that they will develop as well-integrated, educated, and humane persons and as responsible citizens,

(3) Education represents a deliberate intervention in the life of the student; it is based on the assumption that there are domains of knowledge worth knowing and transmitting to our children and that there are experiences worth having and sharing. Education in the artistic domain must be central to the total academic enterprise if society is to avoid cannibalization in the twenty-first century.

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11 State Board of Education Goals Statement. Adopted November 13, 1975, p. 3.

Vaughn Jaenike puts it this way:

> Today's students will become the leaders of the next generation. They will be major contributors in deciding the environment in which we will live. Those who have assimilated aesthetic awareness can be expected to plan cities, buildings and homes that are better places in which to work and live and enjoy life.[12]

Wilson Riles argued for the arts in general education during the recent California Comprehensive Arts Programming Planning Symposium:

> Arts education doesn't take from the rest of education--it adds a different and vitally needed dimension. Scientists are demonstrating that arts education improves learning in reading and math. Arts education does more--it develops creativity, as well. You have a host of allies among specialists who are concerned with education and the hemispheric process of the brain. Word is spreading--arts education is as essential as the 3R's to the development of the kind of creative, problem-solving men and women we must have to cope with the complexities of the twenty-first century.[13]

The Task Force believes that aesthetic awareness is a survival skill in the closing decades of the twentieth century.

As a prime content area in which attitudes and values are conveyed, the arts are an essential component in the school curriculum. To continue to cut back, neglect, or strangle the position of the arts in Illinois schools is to deny students perceptual and expressive skills for aesthetic literacy in the 1980's. If one needs evidence for this argument, one merely needs to look at our polluted environment, cluttered highways, ugly cities, honky-tonk commercial strips, and vulgar and violent media programming. These things all dull our senses and sensitivities. There are differences in qualities of expression, perception, and communication; ideally, education in the arts would begin to raise the level of those skills in many of our students.

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12 Vaughn Jaenike, "The Fine Arts and Career Education," in The Career Educator, Donald P. Garner, ed., (Eastern Illinois University Press, 1976), p. 24.

13 Wilson Riles, California Superintendent of Public Instruction, address given on February 3, 1976, in Los Angeles, California during the California Comprehensive Arts Programming Planning Symposium.

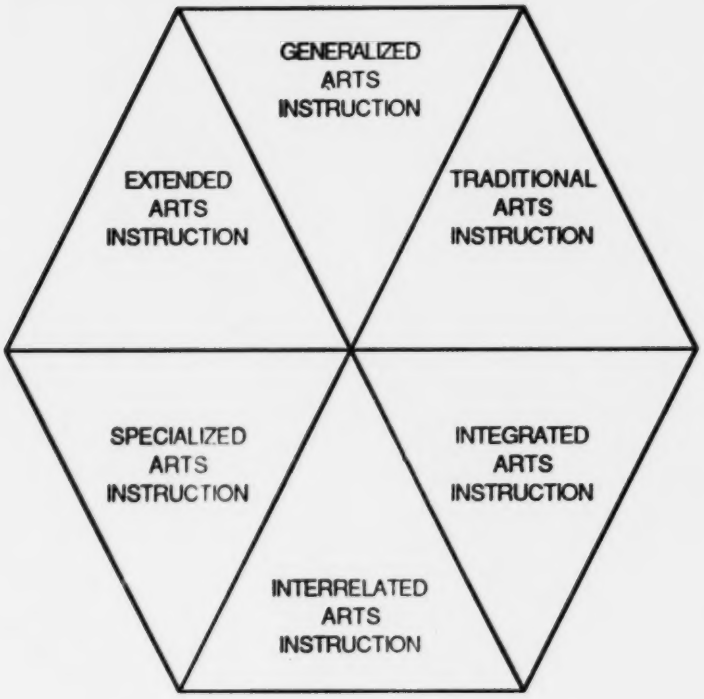

FIGURE 1. Conceptual Model of the Proposed Plan for the Arts in General Education in Illinois.

THE SIX COMPONENTS OF ARTS IN GENERAL EDUCATION

The six components of the proposed Plan for the Arts in General Education interlock--touching at the center of the model. (See Figure 1) The classroom teacher is essential to this arts program in several ways and the specialist teacher has responsibilities in more than the usual traditional mode of instruction. Moreover, the proposal also calls for the involvement of parents, artists, and community people and institutions. In order to implement the plan fully, all six components should be included in a schools curriculum. However, the actual implementation of the proposal will depend on local school districts needs and resources, personnel, and children. The cultural setting of the community will influence the ways in which the six components are implemented. Nevertheless, to be counted as a district or a school with a comprehensive arts education program there should be opportunity for all students to experience all the arts in a continuing and systematic way in both expressive/creative and impressive/perceptual modes of instruction. In other words, the arts will cease to be frills, on the periphery of the curriculum, and will be considered as part of basic education for all children.

1. GENERALIZED ARTS INSTRUCTION

Most often, but not exclusively, this form of arts instruction takes place in the elementary school and is taught by the classroom teacher. This instruction should include awareness experiences, the development of perceptual skills, talk about everyday aesthetics, discussion about the arts and artists, the establishment of positive attitudes toward the arts, and the valuing of things and events with aesthetic quality. Generalized arts instruction focuses on basic skills and general concepts that apply to all arts; the skills developed here are necessary for aesthetic experience and creative expression.

2. TRADITIONAL ARTS INSTRUCTION

Programs in this form of arts education have their foundations in the individual arts disciplines, e.g., music, the visual arts, drama and dance. The activities and experiences offered by the arts specialists who usually teach such traditional programs are not only provided in classes, but also through performances, exhibitions, publications and demonstrations. This type of arts instruction is found at all levels of education, but is more frequently located in the secondary schools.

3. INTEGRATED ARTS INSTRUCTION

In this type of arts education the arts are used in the curriculum to motivate students and to enrich and extend subject areas. Mathematical concepts such as proportion may be taught through music or movement; space exploration may be illuminated by reading science fiction or the experience of the westward movement in the United States may be simulated through the use of creative dramatics. Since the ability to perceive and successfully

solve cultural, technological, economic and personal problems draws in part on what are essentially aesthetic perceptions, the problems of a technological society may be made more vivid through the study of examples from the arts. Integrated arts instruction offers the teacher the opportunity to use the arts in many different subject areas. This component of arts education adds interest to the general curriculum content, makes it possible to reach more students through imaginative interpretation of events or experiences, and provides for alternative teaching styles.

4. INTERRELATED ARTS INSTRUCTION

Interrelated arts instruction includes programs which are designed to teach similarities and differences among the various arts, e.g., how themes are developed in literature and music or how a spatial concept is expressed in dance and painting. This type of instruction would teach students to recognize the same aesthetic concept in more than one art as well as the natural relationships between the arts disciplines. Such classes are often team-taught, though a specialist in one discipline may have the ability to work in another area. The courses are most frequently found in the secondary schools and offer an alternative to subject-matter organization in the high school or middle school. Sometimes interrelated arts programs are presented as humanities programs; in any case, the programs center around the commonalities and natural relationships that exist in the various arts.

5. SPECIALIZED ARTS INSTRUCTION

This form of arts education has programs which are designed for students or classes with particular needs and/or special situations. Examples would include programs for the disabled and the gifted, the special requirements for bilingual-bicultural classes, and individually tailored classes for the very creative or talented. Ideally, this category of arts instruction would be incorporated into the curriculum at all school levels and would be taught by both classroom and specialist teachers.

6. EXTENDED ARTS INSTRUCTION

This component of arts education refers to those programs and experiences which are not usually part of the school curriculum, but which offer additional enrichment and opportunity for learning in the arts by reaching out into the community. These programs introduce students to the resources of their community, state, region, and nation. Teachers may involve parent volunteers, artists-in-the-schools, and professional performing groups in this component of arts education. Visits to exhibits, museums, concerts, buildings, and interesting environments may be arranged through field-trips or through extra-curricular clubs or activities. Ideally, this category of arts instruction would be found at all levels of the schools, engaged in by classroom teachers and specialists alike, as well as by guest artists and community volunteers. Through direct encounters with art in a wide sampling of the arts the students gain insight into the creative process and some

measure of technical appreciation. Through attending "live" performances and art showings student can directly experience the arts in a way not fully possible in classrooms where only reproductions of art works and taped music are used. The high level professional performance leads to an awareness of artistic possibilities, increases motivation in the young aspiring artist, and excites and engages the audience in a way that no "replay" can equal.

SUMMARY

The six components of arts instruction work together and separately:

(1) to develop basic awareness and perceptual skills;

(2) to provide avenues for personal creativity and expression;

(3) to enhance learning in other subject areas by providing vivid examples or artistic insights into content, process, or concepts;

(4) to help students formulate personal values in the aesthetic domain and become critical, discerning and particular about their aesthetic encounters, choices, and lifestyles;

(5) to offer teachers alternative strategies and teaching styles through the use of the artistic mode of understanding and interpreting the world and our experience in it;

(6) to provide balance in the general school curriculum in order to contribute to a more humanized total school environment;

(7) to utilize local, regional, and state resources in the arts education of the students;

(8) to develop future citizens with aesthetic sensitivity.

These six components of arts education, when fully implemented into the schools at all levels as part of the ongoing and regular curriculum, would constitute a comprehensive and high-quality arts education program for the students of the State of Illinois. While each component contributes to the plan and can be implemented separately and independently, the Task Force for the Arts in General Education advocates the adoption of this comprehensive approach in order to bring about the fundamental curriculum changes necessary to achieve a fully-integrated, high-quality arts in general education program.

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